

Big Question: How do numbers help us?		Unit 3	Week 5
Resources: <ul style="list-style-type: none">• Oxford Student Book 87 - 88• Booklet pg. 3 -4-5-6			
Lesson title: Vocabulary (numbers, equal sign, plus sign, problem, addition, answer, odd numbers, even numbers)		Lesson duration: 2 sessions (80 min)	
<u>Lesson objectives</u> <ul style="list-style-type: none">▪ Activate students’ existing knowledge of the topic▪ Identify the what they would like to learn about the topic▪ Understand the math words about numbers▪ Apply own experience- use the vocabulary in speaking and writing.			
In class Preparation checklist <ul style="list-style-type: none">• Big Question Video• Discover poster 5• Picture Cards• Audio CD		Online Preparation checklist:	
<u>Day 1</u>			
Warm up: <ul style="list-style-type: none">▪ Greeting students- Establish the purpose and learning outcomes for the session through sharing lesson objectives.- <i>Introducing the topic:</i> read aloud the big question <i>How do numbers help us?</i>- Brainstorm ideas and write students’ suggestions on the board		Organization & Time <i>Whole class</i> <i>10 mins</i>	Resources <i>Discover Picture Cards</i> <i>Video</i>
Lead in: <ul style="list-style-type: none">- Play the video- When it is finished, ask students to answer the following questions in pairs: What do you see in the video? Who do you think the people are? What is happening? Do you like it?- Have individual students share their answer with the class.- <i>Post watching:</i> - After watching, have students draw something they saw in the video.- Ask them to say why they chose to draw this to the class.- After watching, have students write down five things that they saw in the video. Elicit the words from the class and phrase from the class and write the words		<i>Pair work</i> <i>15 mins</i>	Video Sketches

<p>on the board. If possible categorize the words (e.g. objects, colors, people, etc.)</p> <ul style="list-style-type: none"> - After watching, have students write down one sentence about what they saw in the video. Tell Ss. To choose one sentence and ask them to stand up and find someone else with the same sentence (focus on meaning of sentence rather than using exactly the same words). Have the students say their similar sentences to the class. 		
<p>Main: <u>Pre</u> Look at the picture: What do you see?</p> <ul style="list-style-type: none"> - Students look at the big picture and talk about it. - Ask additional questions: who do you think the people are? What are they doing? Where are they? What season is it? - Display Discover Poster 5 and give students enough time to look at the pictures. - Elicit some of the words you think they will know by pointing the different things in the pictures and saying: what is this? - Put students into small groups of three or four to choose a picture that they find interesting. - Ask each group to say five things that they can see in their picture. - Have one person from each group to stand up and read out the words they choose for their picture - Ask the class if they can add anymore. Repeat until every group has spoken. 	<p><i>Group work</i> <i>20 min</i></p>	<p><i>Oxford Discover SB</i> <i>Whiteboard</i></p>

<p><u>Introducing the New Vocabulary</u></p> <ul style="list-style-type: none"> ▪ Ask students to look at pg. 88 ▪ T. will play the audio and ask students to point to the words as they hear them. ▪ Play the audio for the 2nd time and have the students repeat the words when they hear them. ▪ Do a picture card activity from pg. 30-31 for further practice of the words. ▪ To check understanding: -write a plus sign on the board. - Ask what's this? What we use a plus sign to do? - Write 3+3 point to the space after the second three. Ask what comes next? - Point to the space after the equal sign. Ask what goes here? Ask what is 6? - Circle the whole problem including the answer. What do we call this? - Circle only the "3+3" part. Ask what do we call this? - Then, write 2, 4, 6, 8,...etc. on the board. Ask what kind of numbers are these? Elicit even numbers. 	<p>Whole class (20 mins.)</p>	<p>Oxford Discover Student book Booklet</p>
<p><u>Post:</u></p> <ul style="list-style-type: none"> ▪ Students will answer pg. 5 & 6 in the booklet. ▪ Students will be asked to answer the question in pg. 88 ▪ Have students compare answers with a partner ▪ Check answers with the class. ▪ T. will put students into pairs to write some even numbers and some odd numbers on a piece of paper. When they have finished tell the pairs to exchange their paper with another pair and write/say numbers they see. They check their answers with each other. ▪ T. will write some even and odd number, a plus sign, equals sign, and addition problem on the board. ▪ Point to the words and drill them with the class. Say the words and have Ss. point to the words on the board and in the student book. ▪ Write 3-5 simple addition problems on the board with no answers. Have the students repeat one of the problems after T.; say 3+4=... etc. Ask Is seven an even or odd number? ▪ Then have pairs work to solve the problems. To check the answers, have pairs read the problems aloud. ▪ Write some simple addition problems on the board with numbers adding up to 20 or less. ▪ Have some students come to the board to solve the problems writing the answer and saying if it is an odd or even number. 	<p>15 mins.</p>	

Review Answer pg. 3,4, 5 & 6 in the booklet.		<i>Extra Worksheet</i>
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Lesson title: Day 2: Reading from Oxford (predicting from headings): How do numbers help us? (count\ how many)	Lesson duration: 3 sessions (120 min)	
<u>Lesson objectives</u> <ul style="list-style-type: none">• Apply their understanding of numbers on real life experience• Apply the reading strategy to help comprehend a text		
In class Preparation checklist Picture cards Unit poster Student book p.89	Online Preparation checklist:	
<u>Day 2</u>		
Warm up: <ul style="list-style-type: none">▪ Greeting students• Establish the purpose and learning outcomes for the session through sharing lesson objectives.• Ask students what things do you count at school and tell them think about the question.• Ask one or two students to say some things you count in school. If necessary, help them think about items in a classroom, such as chairs, desks, school supplies, students, team members for sports.• Have students discuss the questions and share some answers with the class.	Organization & Time <i>Whole class</i> <i>10 mins</i>	Resources <i>Discover poster 1</i>
Lead in: <ul style="list-style-type: none">• Ask students to open Oxford student book pg.89.• Have students point to the titles and then the headings in the text. Then have them read the headings individually.• Ask students to share what they think the text is about with the class.• Have students read the text to check understanding.	<i>Pair work</i> <i>15 mins</i>	Oxford Discover SB
Main: <ul style="list-style-type: none">• Ask the following questions to check understanding about the first text: What is the text about? Where do we count children? Where do we count trees?• Have a few students guess how many children are in your class. Then count the students in the class by having them count off starting at one. Did anybody guess correctly?	<i>Group work</i> <i>20 min</i>	<i>Oxford Discover SB</i> <i>Whiteboard</i>

<ul style="list-style-type: none"> • Ask the following questions to check understanding about the second text: What is the second text about? What does Tanya have? How many hats are for sunny days? What are Leon's favorite clothes? How many T-shirts does Leon have for hot days? 		
<ul style="list-style-type: none"> • Have students look at the second text. Ask students to work in pairs and to say how many hats Tanya has. Then ask how many of Tanya's hats are for rainy days and how many for sunny days. • Direct students' attention to Leon's text and ask how many T-shirts Leon has. Ask how many of Leon's shirts are for hot days and how many for cold days. • Have students identify the numbers of hats and T-shirts as above. Then have pairs write the addition problem for Tanya's hats ($3 + 7 = 10$) and for Leon's T-shirts ($4 + 3 = 7$). • Pairs exchange notebooks with another pair to check answers. Then invite a few pairs to come to the board to write and say their addition problems • Tell students to choose something they own, such as shoes or hats (or the class could brainstorm ideas first if necessary) and to write an addition problem about it on a piece of paper. Tell them not to write the answer, e.g. $3 + 2 = \underline{\quad}$. • Students give their paper to a partner who writes the answer and then gets three guesses what the problem is about, e.g. The answer is 5. I think it's five sweaters, five pairs of shoes, or five robots. • Students check the answer and say what the items were, e.g. you're right! I have 5 sweaters. Two are blue and three are red. • Have some students share their problems with the class by writing them on the board. 	<p>Pair work Group work (20 mins.)</p>	<p><i>Oxford Discover Student book</i> <i>White Board</i> <i>Flashcards</i></p>
<p>Review</p> <p>T. asks students to look at the headings on pages 90 and 91. What do you think the text is about?</p> <ul style="list-style-type: none"> • T. writes the words and phrases students use on the board and leave them there as they read the text. 	<p>10 mins</p>	

Big Question: How do numbers help us ?	Unit 3	Week 5
Resources: <ul style="list-style-type: none">• Oxford Student Book 90&91• booklet page 7, 8 , 9 and 10• connect plus p. 43		
Lesson title: day 3 reading comprehension	Lesson duration: 2 sessions (80 min)	
<u>Lesson objective</u> <ul style="list-style-type: none">• Read, understand and discuss an informational text.• To apply a reading strategy to improve comprehension.		
In class Preparation checklist Audio CD 2.03 Unit poster Picture card	Online Preparation checklist:	
<u>Day 3</u>		
Warm up: <ul style="list-style-type: none">▪ Greeting students▪ ASK how do numbers help us ?▪ Tell students to read the title and headings , and then tell you what they see in the picture▪ Have students point to the addition problems.▪ Ask what is different about the two addition problems 91?	Organization & Time <i>Whole class</i> <i>5-10 mins</i>	Resources <i>poster</i> <i>Audio cd</i>
Lead in: <ul style="list-style-type: none">- Ask a gist question to check overall understanding of the text , e.g. what color are the odd number on the top of the page ?- Give students a few minutes to browse the text before answering .- Ask what are the two kinds of numbers- Play the audio . students listen as they read along .play the audio a second time if necessary.	<i>Whole class</i> <i>5-10 mins</i>	Audio CD
Main: <ul style="list-style-type: none">- Put students into mixed – level pairs. Have students take turns reading the text aloud to each other , with the above – level reader helping to sound out and pronouns the words and phrases . tell the students to point to the picture that go with the words as they read .- Put students into pairs . students take turns reading	<i>pair work</i> <i>10 min</i>	<i>Oxford Discover SB</i> <i>Whiteboard</i>

<p>aloud portions of the text to each other . give help where necessary.</p> <ul style="list-style-type: none"> - put students into small groups and have them take turns reading the four section of text to each other. After each section , have a confident student summarize the information for the other students. - Move throughout the room and provide help as necessary. 		
<p><u>After reading :</u> Have students look at the text_again .ask how do you use addition every day?</p> <ul style="list-style-type: none"> • Display the Talk About it! Poster to help students with sentence frames for discussion and expressing personal opinions. • Put students into pairs to discuss how they use addition • Have students tell one way they use addition • Put students into small groups of three or four to discuss how they use addition every day. • Write a couple of addition problems on theboard : • $2+6=-----$ and $5+10= -----$. Have the class supply the answers . • Drill how to say the problems : two plus six equals eight . five plus ten equals fifteen . • Say five addition problems and have students • Write down the number they hear ,e.g.three plus nine equals ----? • Have five student come to the board to write the answers and say the question . the class checks the work together . • Say five addition problems and have students write down the numbers they hear, but use addition problems with three numbers in them, such as Ten plus five plus two equals....? • Tell students to write the answers. • Have individual students come to the board to write the problems and say the answers. The class checks the work 	Whole class (40 mins.)	Oxford Discover Student book Booklet
<p>Review Teacher will have students answer selected exercises from the booklet.</p>		Connect plus

Big Question: How do numbers help us?	Unit 3	Week 2
Resources: <ul style="list-style-type: none">• Oxford Student Book 92• Booklet p. 7		
Lesson title: Day 2: Strategy and reading text	Lesson duration: 3 sessions (120 min)	
<u>Lesson objectives</u> <ul style="list-style-type: none">▪ Demonstrate understanding of a non-fiction text.		
In class Preparation checklist Audio CD Picture cards Unit poster	Online Preparation checklist:	
<u>Day 3</u>		
Warm up: <ul style="list-style-type: none">▪ Greeting students• Establish the purpose and learning outcomes for the session through sharing lesson objectives.• Ask students what they liked about yesterday's reading.• Ask who liked this part. Read out the sentences. Ask for a show of hands each time. <p>*Model the activity first by choosing a confident student and saying what's your favourite part? Ask this student to model asking this question to another student in front of the class. Put students into pairs and tell them to take turns asking and answering the questions. Ask some individual students to say what they like to the class</p>	Organization & Time <i>Whole class</i> <i>5 mins</i>	Resources <i>Discover poster 1</i>
Lead in: <ul style="list-style-type: none">• Ask follow-up questions: Addition joins groups together. Counting tells us ... ? What? How do you count by twos? Say an even number. Say an odd number and ask students to count the shoes by themselves. Then have them count by twos. Ask Was it easier to count by ones or twos? Have some students answer	<i>Pair work</i> <i>10 mins</i>	<i>Oxford Discover SB</i>
Main: <p>St. follow-up questions. Say $3 + 5 = 8$, but does $5 + 3 = 8$? Does $2 + 4 = 4 + 2$? If you add two numbers, does it matter what order you add them in?</p> <ul style="list-style-type: none">• If students still find this confusing, write examples on the board. Then put students into small groups and tell them they have five minutes to make a list of places where people need to add things	<i>Group work</i> <i>10 min</i>	<i>Oxford Discover SB</i> <i>Whiteboard</i>

together. Have groups and make a list.		
<p>Activity:</p> <p><i>Keep students in their small groups. Students will count any items they have with them such as books or other materials. When they are done counting, have each group count the total number of items altogether.</i></p> <p><i>Then tell groups to think of two other categories of things they can count for their group, e.g. people in their families.</i></p> <p><i>Have students apply these categories and add together the total number for the group.</i></p> <ul style="list-style-type: none"> <i>• Elicit some of the categories and answers from the groups and make notes on the board.</i> 	<p><i>Pair work</i> <i>Group work</i> <i>(10 mins.)</i></p>	<p><i>Oxford Discover</i> <i>Student book</i> <i>White Board</i> <i>Flashcards</i></p>
<p>Review</p> <p>T. ask students to answer p.7 in the booklet</p>	<p><i>5 mins</i></p>	

Big Question: How do numbers help us?	Unit 2	Week 3
Resources: <ul style="list-style-type: none">• Booklet p. 11 to 16• Student book p.93		
Lesson title: Day 5: Language in use : Verb to have	Lesson duration: 2 sessions (80 min)	
<u>Lesson objectives</u> <ul style="list-style-type: none">▪ Understand the meaning and the form of the grammar structure.		
In class Preparation checklist Audio CD 2.04 Ball/ beanbag	Online Preparation checklist:	
<u>Day 4</u>		
Warm up: <ul style="list-style-type: none">▪ Greeting students▪ Establish the purpose and learning outcomes for the session through sharing lesson objectives.▪ Listen and Sing along. Listen to the song once and then sing it again together as a class. Number students in the class from 1 to 6. Do this as many times as you need to until all students have a number. Write the number on the board and tell the class that each number sings two lines of the songs . Tell the students to sing the song again. This time each group stands to sing only their lines. Repeat several times with the groups changing parts.	Organization & Time Whole class 10 mins	Resources Audio Cd 2.04
Lead in: <i>Learn Grammar: Simple present</i> Draw students attention to the simple present with have, has, doesn't have, and don't have. Read the examples with the class. Then say a couple of examples using items you own, e.g. I have a (blouse). Then say a couple more examples using students in the classroom. E.g., Ahmed has a (blue bag), Sarah has a pink (pencil case), we/ you/ they (don't have apples)/ he/ she/ it (doesn't have-----)	<i>Pair work</i> 10 -15mins	<i>Oxford Discover SB</i>
Main: Look and check (✓) the things you have Model the exercise by using your real ,information about the	<i>Group work</i> 30 to 35 min	<i>Oxford Discover SB</i> <i>Whiteboard</i>

<p>first word, pet. Point to the picture and say I have/ don't have a bird/ Then have a confident student answer for himself/herself. Students work individually to check things they have.</p> <p>Put students into small groups to share their information taking turns to say I have/ don't have</p> <p>Communication: after students have completed the activity, put them into small groups Have group members share the things they have on the list with each other. <i>Group members repeat the students' sentences back, saying he/she has/ doesn't have----</i>.</p> <p>Have students list three things they have and three things they don't have.</p> <p>Students tell a partner their list.</p> <p>Differentiation: Put students into mixed level pairs. Have the above-level students help their partner look at the pictures in E and say the correct sentences using I have/ don't have.</p> <p>Put students into a large circle. Give one student a ball. He/ she tosses the ball to another student and says I have a (bicycle) and then tosses the ball to another student who will repeat the previous sentence and share a new one e.g., I don't have a bird. The third student repeats the last two sentences and adds a new one. Continue the chain as long as the students can remember correctly.</p> <p>Make a poster to represent all of the individual information from the class. Students write three to five columns about things they are interested in such as toys/ family member. Have students go to the chart and write the number for how many of that thing they have. Once all the students have written their numbers, have the whole class to add the whole number together.</p>		
<p>Review</p> <p>Teacher will have the students answer selected exercises from the booklet.</p>	<p>20 to 30</p>	

Lesson 4 : communicate	Unit 3 Day 6	Week
Resources: <ul style="list-style-type: none">• Audio CD 2.05, 2.06, 2.07• Picture cards• Discover poster 5• Oxford Student Book p.94 &95• booklet p.22 and 23• Big question video		
Lesson title: Day5: - communicate <ul style="list-style-type: none">- Vocabulary: pen, pencil, eraser, ruler, backpack, notebook- Listening strategy: Listening for detail- Speaking: Asking about age (How old are you?) Asking about things you have (How many pencils do you have?)- Big question learning point: Numbers help us count things / Numbers help us now how old we are	Lesson duration: 2sessions (80 min)	
<u>Lesson objectives</u> <ul style="list-style-type: none">▪ To learn and understand words about school supplies.▪ To apply a listening strategy to help comprehension of a text.▪ To understand and use expressions for asking about age and words that are numbers.▪ To review what students have learned about the big question so far.		
In class Preparation checklist: <ul style="list-style-type: none">▪ Audio Cd▪ Picture cards▪ Student book and booklet	Online Preparation checklist:	
<u>Day 5</u>		
Warm up: <ul style="list-style-type: none">▪ Welcome students- Establish the purpose and learning outcomes for the session through sharing lesson objectives.- Display the unit's poster- Ask students to look and tell you how do numbers help us? <u>Introducing New Vocabulary :</u> <u>Ask students to open oxford student book p.94 .</u> <ul style="list-style-type: none">- Ask students to open their student books on p.94- Ask students to listen and point to the words.	Organization & Time <i>Whole class 10 to 20 mins</i>	Resources <i>Discover poster 1</i>

- Ask students to listen again and say the words as they hear them.		
Lead in: ask the following question to check understanding: <ul style="list-style-type: none"> Which two things do you write with? If you make a mistake while writing, what do you need to use to fix this mistake? What do you put your books in? What do you write in? Which object is long and straight? 	Classwork 5-10 mins	Big Question Video
Main: <u>Post Audio Activity :</u> GO over the first example with the class. Point to the picture and say <i>What do you see? What does he need?</i> Have students look at the activity and do it individually. Put them in pairs to discuss their answers and check. Check the answers with the class. Elicit why students chose the correct answers. ANSWERS: 1 backpack 2. Ruler 3. Eraser 4. notebook	Pair work 10 min	Video
<u>Listening :</u> <ul style="list-style-type: none"> Pre : have students answer the questions, first in pairs and then with the whole class . Ask the questions before playing the audio (2.06). Tell students to listen for the information. Have students check their answer with a partner before eliciting the information from the class . Tell to listen to the audio 2.07 and read in their books . Listen again and ask student to circle the problem they hear . <u>Speaking :2.08</u> <u>Listen and repeat. Then practice with a partner</u> <ul style="list-style-type: none"> Say each line of the dialogue with students echoing as they hear each line. Model the dialogue with an at-level or above level student in front of the class. Put students into pairs to practice the dialogue taking turns to speak the different roles . Have students repeat this exercise but this time moving around the class to ask different students and use their own ages. Elicit an example with an at 	Pair work Group work (30 mins.)	booklet

<p>level or above-level speaker who says his / her real age .</p> <ul style="list-style-type: none"> • Have three different pairs stand up and conduct their short dialogue for the class. • Have students to do the activity individually. Tell students to write the word for the number. Have pairs to compare their answers. • Check the answers and call one student to say the answers . <ul style="list-style-type: none"> ▪ Students will answer ex in the booklet p.28 ▪ Look around the classroom, point at an object, e.g. a pencil. Then ask the students: What's this? Rephrase their answers to (it's a -----) Repeat the process as many times as you can until the students are capable of asking and answering on their own. <p>Model the dialogue with a confident student. Then pair the students and ask them to take turns asking and answering their partners using What's this? It's a -----.</p> <p>Word study:</p> <p>F Learn: Writing Numbers</p> <p>Write the number 10 on the board. Elicit how to spell the word t-e-n and write it on the board.</p> <p>Read the explanation and list of numbers one time and have students repeat. Then call on individual students to read the explanation and numbers as well.</p> <p>Read and answer the problems:</p> <ul style="list-style-type: none"> ▪ Have the students do the activity individually. Tell students to write the word for the number. Have pairs compare their answers. ▪ Check the answers with the class. Call on students to spell out the answers. <p><u>Collaborative Learning:</u></p> <ul style="list-style-type: none"> ▪ Divide the class into three or four teams. Have one student from each team come to the board. The rest of the team remains seated. ▪ Say a number from 11 to 20. The team members try to write the number word as quickly and correctly as they can. Team members may call out letters to help with the spelling. ▪ Continue until everyone has had a chance to write. 		
<p>Review</p> <p>Answer selected exercises from the booklet in pages from 24 to 28 .</p>		<p><i>booklet</i></p>

Lesson 5 : Writing	Unit 3	Week
Resources: <ul style="list-style-type: none">Picture cardsbooklet p.33 and 34Big question video		
Lesson title: Writing Day6 Write about how many things you have. -	Lesson duration: 2sessions (80 min)	
<u>Lesson objectives</u> <ul style="list-style-type: none">Learn and understand words about numbers.Writing about how many things you have /don't have .		
In class Preparation checklist <ul style="list-style-type: none">Big question5: Wrap up videoStudent booklet	Online Preparation checklist:	
<u>Day 6</u>		
Warm up: <ul style="list-style-type: none">Welcome studentsEstablish the purpose and learning outcomes for the session through sharing lesson objectives.Play the big question wrap up videoAsk how do numbers help us?What are the things that you have?How many of them do you have?	Organization & Time <i>Whole class</i> 5-10 mins	Resou <i>booklet</i>
Lead in: Start with listing the things that you have / don't have. For example: I have a big pencil case. I have two pens, three pencils, and one eraser. I don't have a sharpner. Ask: What about you?	<i>Pair work</i> 5-10 mins	booklet
Main: -Have students list some things they have Pets, toys, school supplies, etc. - have students put numbers by the things they have for how many ex: 3 pens . -write the sentence I have on the board put students into pairs and tell them to use sentence frame to say how many things they have , e.g. I have three pens . Put the following sentence frame on the board: I have I have Have students write the sentence frame in their notebooks. . tell students to complete the sentence frames by writing how	<i>Group work</i> 10 min	<i>t booklet</i>

<p>many things they have .</p> <p>Put students into pairs and tell them to listen to their partner's information.</p> <p>Put the following sentence frame on the board: I have I have Have students write the sentence frame in their notebooks.</p> <p>Students individually complete three sentences frames about things they have.</p> <p>Then have students copy the sentence frames three more times with blanks.</p> <p>Put students into pairs. Say you will tell your partner about three things you have. The partner will write down what you say in the sentence frames.</p> <p>Have pairs to do the activity.</p> <p>Then pairs check other`s work, reading the sentences their partner wrote about them loud.</p>		
<ul style="list-style-type: none"> ▪ Ask students to open booklet p.33 and complete exercise A ▪ Ask students to open their booklet p.34 and read about person`s things exercise B THEN ask them to write about their things ▪ Finally ask them to write a paragraph in p. 34 . 	<p><i>Pair work</i></p> <p><i>Group work</i></p> <p><i>(30 mins.)</i></p>	<p><i>booklet</i></p>
<p>Review</p> <p>Answer P. 35 in the booklet .</p>		<p><i>booklet</i></p>